

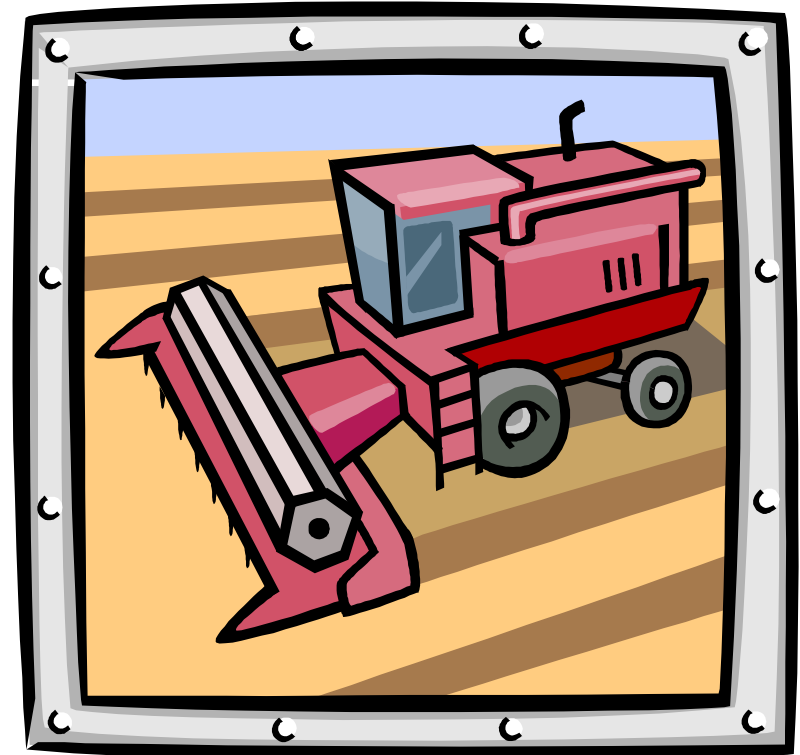


# Self-Determination and Student Led IEPs

Empowering incarcerated students  
to advocate for themselves and  
determine their individual needs for  
successful reintegration

# Paving the Way

- ✦ Laying a foundation or rational for teaching students to lead their own IEP meetings and become self-advocates.





# Rationale

## Students

- learn more about their strengths and skills and able to communicate with others;
- Learn more about their disability, including how to talk about and explain the nature of their disability to others;
- Learn what accommodations are and what types of accommodations might help them succeed in the classroom
- Learn how to speak for themselves;
- Develop some skills necessary for self-determination and independent decision making;
- Learn about the goals and objectives that form the basis for their education, and why are important to them
- Ultimately be more involved in their education and planning for their future.



# Planning is the Key

- ✦ Effective transition practices from secure care to the community (reintegration) appear to positively impact graduation rates, employment levels, school re-enrollment levels, and independent living conditions (Coffey and Gemignani, 1994).
- ✦ Ineffective transition practices have the potential to reduce post-release success and diminish academic and behavioral gains made while within a secure facility (Coffey and Gemignani, 1994).

# ● Effective Transition Services for Incarcerated Students

- ✦ Teaching vocational skills
- ✦ Using interagency collaboration
- ✦ Collecting assessment data
- ✦ Transferring student records from the secure care facility
- ✦ Providing a continuum of services and care
- ✦ Involving family services
- ✦ Implementing drug/alcohol prevention programming
- ✦ Teaching leisure activities, and
- ✦ Conducting post-release student contacts



(Coffey and Gemignani, 1994; Rutherford, Nelson & Wolford, 1986; Stephens & Arnette, 2000).

# Self-Determination



**Self-determination** defined as:

- a person who is given options and begin to govern their own behaviors;
- are able to search for and master challenges; are creative, flexible and competent;
- persevere, believing they will achieve what they are set out to accomplish.



# Comparison Chart

## Self Determined vs. Incarcerated Student

1. Aware of abilities, wants, needs, preferences
2. Demonstrate self-control
3. Solve problems
4. Are reflective
5. Seek win-win solutions by taking the perspective of others
6. Use cognitive abilities to address issues
7. Have positive role models/mentors
8. Control their environments
9. Promote self-efficacy
10. Are intrinsic learners
11. Are self-advocates
12. Maximize intellectual abilities
13. Are proactive
14. Use communication skills to negotiate, compromise, and persuade.

1. Unaware of abilities, wants, needs, preferences
2. Lack self-control
3. Create problems
4. Are unreflective
5. Seek win solutions by not taking the perspective of others
6. Use physical abilities to address issues
7. Have negative role models from dysfunctional families
8. Controlled by their environments
9. Are destructive
10. Promote self-doubt
11. Are extrinsic learners
12. Are self-adversaries
13. Minimize intellectual abilities
14. Are reactive
15. Lack communication skills



# Why is Self-Determination Important for Incarcerated Students?

- ✦ Teaching incarcerated students to be more self-determined appears to be important as they transition back into the community.
- ✦ The need for self-determination instruction for incarcerated youths is best characterized by Novotny, Seifert, and Werner (1991) who state that “inmates, by virtue of both their backgrounds and the prison setting, tend not to see themselves as creatures of their own destinies, but rather, see the control of their lives in the hands of others”.





# Why is Self-Determination Important for Incarcerated Students?

- ✦ The implications of this statement is those who are incarcerated lack the necessary skills and behaviors required to govern their own lives in a constructive manner due to their currently regulated environment and their often detrimental backgrounds.
- ✦ Overall the lives of incarcerated youths are depicted by series problems and profound skill deficiencies that put them at significant risk for failure, limit their potential for success in live, and increase the likelihood that whey will recidivate.



# What is the Basis For Teaching Students To Be More Self-Determined

- ✖ Basis found in cognitive-behavioral training model of delinquency prevention and intervention.
- ✖ Cognitive-behavioral programs have been described as one of the most effective methods of teaching incarcerated youth (Gendreau & Goggin, 1996)
- ✖ These programs teach students to discover solutions to perplexing issues in their environment by being aware of their thinking processes or strategies (meta-cognition) and taking specific actions to improve their lives.



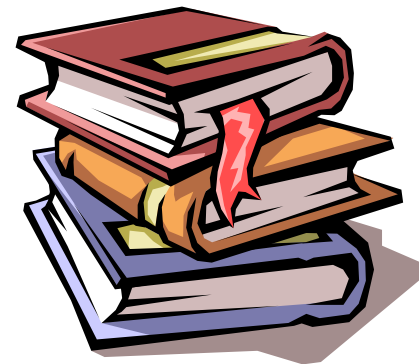
# Meta-Cognitive Skills

- ✦ Ross and Ross (1989) and Larson (1988) suggest that the lack of meta-cognitive problem solving skills is the reason many students become and continue to be delinquent.
- ✦ They suggest that incarcerated students lack personal awareness, have poor planning skills, and have a limited ability to reflect upon their actions.
- ✦ These behaviors make them prone to be frustrated, develop behavior problems and engage in delinquent behaviors.
- ✦ Teaching incarcerated student the skills and behaviors to be more self-determined appears to address the problem solving deficits and should better prepare them for the transition back into the community.

# How Can Incarcerated Students Be Taught To Be More Self-Determined?

## 1. **Use pre-packaged self-determination curricula.**

- See Summary of Self-Determination Curricula and Components for reference



Resource: A COMPLETE LISTING OF SELF-DETERMINATION CURRICULUA CAN BE FOUND IN A PRACTICAL GUIDE TO TEACHING SELF-DETERMINATION (1998), Council for Exceptional Children (CEC)



## How Can Incarcerated Students Be Taught To Be More Self-Determined?

- 2. Create an environment that supports self-determination.**
- 3. Involve significant others before and after transitioning back into the community, including parents, teachers, wardens, probation officers, principals, support personnel, counselors, transition coordinators, and mentors.**
- 4. Use a collaborative problem-solving process prior to release back to the community.**



## How Can Incarcerated Students Be Taught To Be More Self-Determined?

5. **Teach problem skills explicitly.** Teachers can instruct students on how to problem solve, using real life situations that students are likely to encounter, beginning with simple problems and moving to more complex scenarios that can be role played in the classroom
6. **Use literature and media as a example of self-determination.** Students can read books and watch movies of students who are self-determined and have overcome obstacles in their lives. Teachers can discuss attributes promoting student success.



# Transition

- ✂ IDEA (P.L. 105-17), mandated that transition services be a coordinated set of activities;
  - Designed with an outcome-oriented process to promote the movement from school to post-school activities (adult life).
  - Based on the student's needs, preferences and interests.



# Beginning with the End in Mind

## Visioning~

- Based upon the student's individual preferences, interests, and desired post-school outcome.
- Developing a long-range action plan for the student to achieve their desired goal for life.
- Alignment of their present level of performance and stated vision for the future, then using the assessment data to think “outside the box”, and provide career counseling/life planning to the student in order to determine reasonable and realistic outcomes.





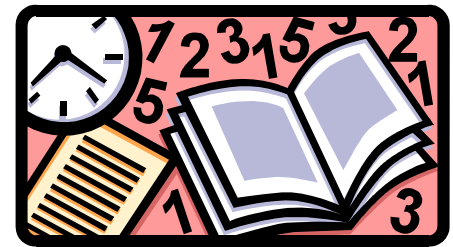
# Transition Defined

- ✧ Refers to a change in status from behaving primarily as a student, to assuming emergent roles in the community. These roles include employment, participating in postsecondary education, maintaining a home, becoming actively involved in the community and experiencing satisfactory personal and special relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agencies services, and natural supports within the community. The foundation for transition should be laid during the elementary and middle years, guided by the broad concept of career development. Transition planning should begin no later than age 14, and students should be encouraged, to the extent of their capabilities, to assume a maximum amount of responsibility for such planning. (Halpern, 1994)

# Transition Assessment Defined

✶ **Transition assessment** is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, education, living, and personal and social situations. Assessment data serves as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP.

(Sitlington, Neubert & Leconte, 1997)





# Transition Assessment

- ✚ Parent/student input
  - ✚ Interest inventories
  - ✚ Personal-futures planning
  - ✚ Student portfolios
  - ✚ Curriculum-based and standardized testing
  - ✚ Vocational assessment
  - ✚ Academic assessment
- ✚ Behavioral observations
  - ✚ Life skills inventories
  - ✚ Employment skills inventories
  - ✚ Aptitude assessments
  - ✚ Occupational assessments
  - ✚ Assistive technology assessments



# Transition Planning in the IEP

- ✦ Involve the student meaningfully in the IEP/planning process;
- ✦ Identify student-desired post-school outcomes;
- ✦ Coordinate activities/strategies that lead to desired outcomes while the student is still in school/incarcerated;
- ✦ Specify who provides and pays for each of the activities/strategies;
- ✦ Create alternatives when services, programs, and supports do not work out or are not provided. (O'Leary, 1996)

# Transition Planning Should Not

- ✖ Be a one-time event
- ✖ Involve only the school staff
- ✖ Be a separate document from the IEP



# Statement of Needed Transition Services/Courses of Study

- ✦ Beginning at age 14, or younger, and updated annually, a statement of the transition service needs of the student.

✦ Section 300.347 (b)(1)

- ✦ Minimum Course of Study and Competency Requirements for 8<sup>th</sup> Grade Diploma

✦ 15-701

- ✦ Minimum Course of Study and Competency Requirements for Graduation from High School

✦ R7-2-302.04



# Transition Services/Post-School Examples

- ✂ College or university programs
- ✂ Continuing or adult education (ABE, GED)
- ✂ Vocational training
- ✂ Employment
- ✂ Adult services from various agencies
- ✂ Independent living
- ✂ Community participation/leisure and recreation



# Arizona High School Graduation Requirements

- ✦ 4 credits in English or ESL, including grammar, writing, reading, composition, research methods and skills, literature, and ½ credit shall include principles of speech.
- ✦ 1 and ½ credits in US History and Constitution, and AZ History and Constitution
- ✦ ½ credit in world history/geography
- ✦ 2 credits in math
- ✦ 2 credits in science
- ✦ 1 credit in fine arts/or vocational education
- ✦ 8 and ½ credits in additional courses prescribed by the local governing board
- ✦ TOTAL: 20 minimum number of credits required for graduation





# Credits Through Correspondence

✂ R7-2-302.04 (b)

✂ Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to 4, and only one credit may be earned in each of the following section areas: English, Social Studies, Mathematics, and Science.

✂ R7-2-302.04 (c)

– Distance Education (more restrictive)



# Combined Credit

✂ ARS 15-702 (b)

✂ ...a person who meets the minimum course of study and competency requirements prescribed by the state board of education for graduation from high school through a combination of high school credits and community college or university credits, which are converted to high school credits in the same manner as prescribed in 15-701.01 (f) by the governing board, or state board of education, shall be awarded an Arizona high school equivalency diploma.



# Other Important Terms Defined

- ✦ Self-advocacy are actions taken on one's behalf, intertwined with self-determination.
- ✦ Person-centered planning involves determining what the student and parents want for the future, and then making steps to ensure those goals are met. It includes making a list of things that “work” and “don't work” for the student, and a list of student interests and strengths. PCP is an ideal way to foster self-determination.
- ✦ Mapping is a part of person-centered planning. It involves making a visual representation of people who can serve as supports for the student and community settings the student uses.



# Statement of Transition Service Needs

✦ Beginning at age 16, or younger, a statement of needed transition services including, if appropriate, a statement of interagency responsibilities or any needed linkages.

✦ Section 300.347 (b) (2)

✦ Use Transition Services Guide (2/02) by Wendy Collison and Ed O'Leary to create comprehensive plans with the student.

# Transition Service Needs

- ✎ ...are a coordinated set of activities that help a student move from school to post-school activities...
- ✎ A transition team, made up of the student, parents, teachers, and representatives from other agencies, plans the activities that will help the student successfully transition.
- ✎ Transition activities developed to guide the student to successful post-school living must be based on the student's individual needs; take into account the student's likes and interests; include needed activities in the areas of *instruction, community experiences, development of employment and post-school living skills* the student may need as an adult, and if appropriate, *daily living skills and functional vocational evaluation*.



# Coordinated Activities

## ✂ Instruction:

- Tutoring, social skills, vocational training, GED, ABE, adaptations

## ✂ Community experiences:

- Banking, shopping, transportation, recreation and leisure activities

## ✂ Employment and other post-school living objectives:

- Registering to vote, renting an apartment, accessing medical assistance, obtaining a drivers license

## ✂ Transition-focused related services:

- Rehabilitation counseling, psychological counseling, parent counseling/training

## ✂ Daily living skills training:


- Self-care, home repair, home economics, money management, preparing meals

## ✂ Functional vocational evaluation needs:

- Situational work assessment, work sample, work adjustment

# Interagency Linkages

- ✦ Vocational Rehabilitation (VR)
- ✦ Division of Developmental Disabilities (DDD)
- ✦ Social Security Admin.
- ✦ Independent Living Centers/Halfway Houses
- ✦ Current employer
- ✦ Behavioral Health
- ✦ Planned Parenthood
- ✦ Transition Coordinators
- ✦ Probation/Parole
- ✦ Community Corrections
- ✦ Parks and Recreation
- ✦ Job Service of Arizona
- ✦ Churches/Faith Based Mentoring Programs
- ✦ Health Services/social workers
- ✦ YMCA/YWCA
- ✦ AHCCCS representative



# Knowing The Resources

## An Example

### Vocational Rehabilitation

- Administered by DES
- Primary objective is employment
- Should start process one year before graduation/release
- To begin the process, parent or student should make an appt. at VR office in their community
- Sequence of delivery: evaluation, employment, plan development, exit from services, service provision.
- Eligibility is determined within 60 days and is a 2 part process
- Must have a documented disability that is a barrier to employment, AND
- Must require VR services to overcome the barrier and achieve an employment outcome
- How is eligibility determined?
- What services can VR provide?






# Where Do I Start?

- ✦ Determine how many more years will the student be in school or incarcerated/detained?
- ✦ What educational outcome is the student seeking, a high school diploma or GED?
- ✦ What further education beyond completion of a GED or high school diploma does the student desire? (e.g. further education or training, employment, military, continuing or adult education, etc.)
- ✦ Where does the student want to live or will be living upon release (e.g. apartment, house, group home, or with family, etc.)
- ✦ How does the student want to take part in the community (e.g. transportation, recreation, community activities, etc.)



# Teacher's Role

- 
- Teachers can help students lead or actively participate in the transition IEP by:
- Teach active involvement in problem solving, decision making through everyday examples. “The teachable moment”
  - Provide them with opportunities to learn about their disabilities and the laws that protect them (IDEA, ADA, Section 504 of the Rehabilitation Act);
  - Spend time allowing students to learn about themselves, their strengths and limitations, and options available to assist them;
  - Administering vocational/occupational assessments and interpreting the results
  - Provide basic career counseling based on the career development competencies;
  - Asking them about their post-school/post-corrections life planning goals, and connecting their everyday activities to realistic outcomes;
  - Helping them develop, review and update their transition portfolio;
  - Teach students the IEP using the “cookbooks” and student guide.



# Student's Role

- ✦ Actively participate in all IEP/transition planning meetings;
- ✦ Participate in work and community experiences to be able to make informed choices related to post-school outcomes;
- ✦ Pair with a mentor in the community;
- ✦ Learn rights and responsibilities under IDEA, ADA, and other state and federal laws;
- ✦ Identify short- and long-term goals and steps to reach those goals;
- ✦ Recognize thoughts, feelings, and beliefs and be open to the opinions of others to provide direction, support and assistance.

# ● How Does This All Translate Into Students Leading IEPs?

- ✦ Realize it is a on-going growth process;
- ✦ Teacher must understand the special education process and translate it to the students at a level where they can understand their role;
- ✦ Cookbooks provided to educate and mobilize students to be self-determined individuals.



# Creating a Meaningful Transition Plan

- ✦ Build a transition plan based on individual needs to guide the student in achieving their post-school desired outcomes.
  - Begin with reviewing (with the student) the needed transition services;
  - Assist the student in prioritizing and developing strategies for the needed services, breaking them out into the areas outlined in the IEP;
  - Determine which services can be provided in the general curriculum, and which require specialized instruction or adaptations;
  - Develop measurable annual goals, objectives and benchmarks.



# More Compliance Requirements

- ✦ Notice of Meeting, for students over age 16,
  - The facility **MUST** indicate
    - The purpose of the meeting is to discuss transition services;
    - The student was invited;
    - Representatives from other agencies were invited.
  
- ✦ Participants who **MUST** be invited to a Transition IEP meeting
  - The student, parents, student's teachers, representative from the school/facility to commit resources, a representative of another agency that is likely to be responsible for providing or paying for transition services



# More Compliance...

- ✖ If an agency is invited to come to a Transition IEP meeting does not do so, the education facility must take other steps, such as letters or phone calls, to try to have the agency participate.
- ✖ Student must be INVITED to participate in their Transition IEP meeting. IF the student is unable to attend the meeting, the team must take steps to make sure that they consider the students interests, needs and preferences. The PEA must keep records showing the student was invited to attend.

# Ways to Involve Students in their IEPs NOW?

- ✦ Student invites all meeting participants (completes written invitations)
  - ✦ Student introduces all meeting participants
  - ✦ Student brings portfolio of work samples, progress reports, transcripts, and shares the information
  - ✦ Student brings results of interest/aptitude inventory or survey and shares the results
- ✦ Student writes present level of performance in their own words, both strengths and needs, learning style, and adaptations required for success in the education setting
  - ✦ Student shares personal vision or personal goals for the future, and discusses how progress toward their vision can be realized in a secure care environment, and continued upon release based on community or family supports



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# Starting a Student Led IEP Program

## First steps:

- Involve administrators
- Ensure confidentiality
- Prepare students with expectations and anticipated outcomes
- Involve the parents
- Determine instructional goals
- Create lessons based on the cookbook or other resources
- Scheduling time to practice and role play with students



# Benefits of SLIEPs

- ✂ Reduced time of the teacher on paperwork, allowing more time for direct instruction to students
- ✂ Students become empowered to see the benefits of participating in special education programming (WIIFM=What's in it for me?)
- ✂ Reduced recidivism because students learned how to set realistic meaningful goals, and savor the success in attaining them, which will lead to future success

# More Info...

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